



Hunningley Primary Academy
The best in everyone™
Part of United Learning



Hunningley Primary Academy

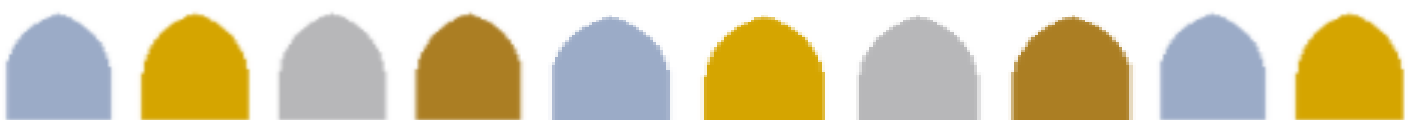
Education with Character



Character Curriculum

2026-2027

'Our children have character, are of character and are characterful'





Education with Character Policy

Hunningley Primary Academy | The Hunningley Way | September 2026

At Hunningley Primary Academy, Education with Character is an entitlement for every child. Our character curriculum extends beyond the National Curriculum to give pupils rich experiences that broaden their horizons and build their cultural capital. We plan these opportunities to be inclusive and equitable, removing barriers so that a child's circumstances or additional needs do not determine what they can take part in. Through the arts, sport, nature, visits, leadership and service, children discover new interests, develop their talents and learn alongside people from across our school and community. These experiences help pupils grow in confidence, understand the world beyond their own lives and recognise the contribution they can make to it.

Intent

At Hunningley, Education with Character is a deliberate part of every child's education. We want pupils to leave us with strong knowledge and the confidence to use it: to try unfamiliar activities, express their views, listen to others, show kindness, take responsibility and imagine a future rich in possibility. Character develops through meaningful practice, relationships and reflection, as well as through the subjects pupils study.

Our offer is broad and progressive. Children encounter the arts, culture, nature, sport, practical life skills, civic life and different faiths and communities. They learn to lead and to serve, to perform and collaborate, and to understand that their actions can improve life for others. Local experiences sit alongside visits and encounters that widen horizons. No child's access should depend on family income, additional needs or whether they have experienced these opportunities before.

Implementation

Leaders map experiences across year groups and revisit the offer as pupils grow. Teachers connect visits, visitors and celebrations to learning before and after each experience. Friday 45 provides a weekly, timetabled enrichment entitlement; clubs and other opportunities extend choice further. Pupil voice helps shape the offer, while staff consider accessibility, adaptations, transport, cost and family engagement when planning participation. Leaders track engagement, including for disadvantaged pupils and pupils with SEND, and respond where a group is underrepresented.

Impact

The intended impact is visible in what children can do and say. Pupils should be able to describe new interests and experiences, speak with confidence, work with a wider range of peers, show consideration for others and take informed action in their school and community. As they move through school, they should make increasingly independent choices, explain different perspectives and see themselves as capable of contributing beyond Hunningley.

Leaders evaluate this through pupil conversations and surveys, participation records, pupils' work and performances, feedback from families and partners, and reflection after visits and projects. They examine who has accessed clubs, trips, leadership, swimming and other opportunities, with particular attention to disadvantaged pupils and pupils with SEND. Where evidence shows unequal access, leaders adjust provision and review whether the change has improved participation and pupils' experience. This makes our offer accountable to the children it is designed to serve.



Our Education with Character Offer

Experience	How pupils benefit
Friday 45	Every Friday, pupils take part in 45 minutes of planned enrichment linked to the Department for Education enrichment benchmarks. Our six strands are Nature, Outdoors and Adventure; Arts and Culture; Civic Engagement; Wider Life and Future Skills; Sports and Physical Activity; and our additional strand, Leadership and Pupil Voice. Activities rotate over half terms so children can encounter different fields. Key Stage 1 begins with the four age-appropriate strands and develops towards civic engagement and leadership as they grow. 
Swim Education	A swimming pool is installed on our school site for one half term each year. This year, it will be in Summer 2. Year 3 pupils will follow the swimming curriculum, working towards swimming 25 meters. Pupils in all other year groups will also have opportunities to swim. Our aim is to help as many children as possible develop the confidence and skills to swim 25 meters. Last year, only 12% of Year 3 children could swim 25m on initial assessment and 60% achieved this at the end of the five week programme.
Careers	Children meet people in different roles and explore how school subjects, interests and skills connect to future pathways. Encounters challenge stereotypes and help pupils imagine a wider range of possibilities for themselves. All children in school take part in a careers visit or experience each year in school.
Day of Kindness	A dedicated day invites children to turn care into action through purposeful acts of kindness. Pupils consider whom their actions help and how kindness can continue in everyday school life. Each year group selects a charity of their choosing to represent each year. They then complete a fund-raising activity and an act of service to support their chosen charity.
Language Curriculum and Cultural Days	Language learning and cultural days give pupils opportunities to speak, listen, celebrate traditions and explore life beyond their immediate community. Pupils share what they learn with others through activities and performances to parents and families.
Intergenerational Project	Pupils build relationships with older members of the community through shared activities and conversation. These encounters develop listening, empathy and mutual understanding across generations.
Pupil Leaders	Pupil leaders take responsibility in areas linked to United Learning's Framework for Excellence. They listen to peers, contribute ideas and work with adults to make improvements, learning how to represent others and evaluate their contribution.



Experience	How pupils benefit
Enrichment Clubs	A changing programme of clubs gives pupils opportunities to pursue interests and try new ones across sport, the arts, nature, STEM and practical skills. Leaders monitor participation and seek to remove barriers for children who are less likely to join.
Enrichment Trips and Experiences	Planned visits and experiences bring learning to life and introduce pupils to places and opportunities beyond school. Staff prepare children beforehand, adapt arrangements to individual needs and follow up learning afterwards so the experience has lasting value.
Places of Worship	Visits and encounters with places of worship help pupils understand religious practice, ask thoughtful questions and appreciate the beliefs and lives of others.
British Values	Democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are explored through lessons, assemblies, school life and real decisions. Pupils practice respectful disagreement and learn how rights carry responsibilities.
Performance Poetry	Each year group learns and performs three poems throughout the school year, including works from the classical poetry tradition. In Year 6, pupils also study and perform a Shakespeare sonnet. These experiences deepen children's appreciation of language and develop their memory, expression and confidence when speaking to an audience.
Woodlands Curriculum	Our woodlands provide a setting for outdoor learning, observation and practical challenges. Children learn to care for the environment, work with others, manage appropriate risks and build confidence outdoors.
Visitors	Artists, professionals, community members and other visitors add lived experience and specialist knowledge to the curriculum. Staff connect each encounter to pupils' learning and encourage thoughtful questions.
Music Lessons	Music teaching gives pupils' opportunities to sing, listen, compose and play instruments. Instrumental experiences and ensemble work build musicianship, persistence and collaboration. This year, Year 4 are learning how to play the flute.
Celebration Days	This year, our calendar includes Gruffalo Day, Pumpkin Fest, Firework Festival, Polar Express, Parliament Week, Intergenerational Women's and Men's Days, Mother's Day, Father's Day, World Book Day, Children in Need, Road Safety Week and Anti-Bullying Week. These occasions provide shared experiences and connect learning with community, service, safety and celebration.
Musical Experiences	Concerts, summer festivals and Dolly Fest give pupils opportunities to rehearse, perform and enjoy music together. Performing for families and the community develops confidence and a sense of belonging.
Votes for Schools	Pupils discuss a topical question each week, listen to different perspectives and cast a vote. They learn the habits of democracy by explaining views, changing their minds where warranted and respecting the outcome.
Christmas Experience	Each December, a whole-school trip gives children a shared seasonal experience. Staff plan for accessibility and participation so that pupils can enjoy it together. This year, all children from Years 1-6 are attending a trip on the Polar Express!